

Board Office Use: Legislative File Info.	
File ID Number	25-1773
Introduction Date	8/13/25
Enactment Number	
Enactment Date	



**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
Community Schools, Thriving Students

# Board Cover Memorandum

**To** Board of Education

**From** Denise Saddler, Interim Superintendent  
Sondra Aguilera, Chief Academic Officer

**Meeting Date** August 13, 2025

**Subject** 2025-2026 School Plan for Student Achievement (SPSA) for Lincoln Elementary School

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**Ask of the Board** Approve the 2025-2026 School Plan for Student Achievement (SPSA) for Lincoln Elementary School.

**Background** In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

**Discussion** The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

**Fiscal Impact** Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

**Attachment(s)**

- 2025-2026 School Plan for Student Achievement (SPSA) for Lincoln Elementary School



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

## **2025-26 School Plan for Student Achievement (SPSA)**

**School:** Lincoln Elementary School  
**CDS Code:** 1612596002018  
**Principal:** Mukta Sambrani  
**Date of this revision:** 4.8.25

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

**Contact:** Mukta Sambrani

**Position:** Principal

**Address:** 225 11th Street

**Telephone:** 510-874-3372

Oakland, CA 94607

**Email:** mukta.sambrani@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on: **4.8.25***

*The District Governing Board approved this revision of the SPSA on: 8/13/2025*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Denise Saddler, Interim Superintendent**  
**Jennifer Brouhard, Board President**

## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

**School Site:** Lincoln Elementary School

**Site Number:** 133

The School Site Council intends for this school to participate in the following programs:

- ☒ Title I Schoolwide Program ☐ Comprehensive Support & Improvement (CSI) Grant ☐ Additional Targeted Support & Improvement
- ☐ Title I Targeted Assistance Program ☐ Local Control Funding Formula Equity Multiplier ☐ Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

**Date(s) plan was approved:** 4.8.25

The public was alerted about the meeting(s) through one of the following:

- ☒ Flyers in students' home languages ☐ Announcement at a public meeting ☒ Other (notices, ParentSquare blasts, etc.)

### Signatures:

Mukta Sambrani

*Principal*

*MV. Sambrani*

Signature

4.10.25

Date

Katherine Thomas

*SSC Chairperson*

*Katherine Maria Langer Thomas*

Signature

4/11/25

Date

SELLS Representative (optional)

Signature

Date

Leroy Gaines

*Network Superintendent*

*Leroy Gaines*

Signature

4/14/25

Date

Lisa Spielman

*Director, Strategic Resource Planning*

*Lisa Spielman*

Signature

4/14/25

Date

**2025-26 SPSA ENGAGEMENT TIMELINE****School Site:** Lincoln Elementary School**Site Number:**

133

*List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

Date	Stakeholder Group	Engagement Description
12.10.24	SSC	Discussion and Decision- 25- 26 Title I and Title IV investments
1.8.25	All teachers	25-26 Budget and SPSA planning
1.14.25	SSC	Discussion and Decision- 25- 26 Title I and Title IV investments
1.30.25	ILT	Work on SPSA Part 1- Needs Assessment and Part 2- Annual Review
2.11.25	SSC	Work on SPSA Part 1- Needs Assessment and Part 2- Annual Review
2.13.25	ILT	Work on SPSA Part 3- Strategies and Activities and CCSPP
3.11.25	ILT and SSC together- CCSPP Committee	CCSPP plan completion and approval
4.8.25	SSC	SPSA final review and approval

## ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

### Early Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

### Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate.

### Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing. The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

## 2025-26 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$194,620.00
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,074,730.47

### Federal, State, and Local Funds

The School Site Council intends for this school to participate in the following programs:

Federal Programs	Allocation
Title I, Part A Schoolwide Program (#3010)	\$189,360
Title I, Part A Parent & Family Engagement (#3010)	\$5,260
21st Century Community Learning Centers (Title IV, Part B #4124)	\$0
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$0
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$194,620</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>
<b>\$1,074,730.47</b>

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$56,000
LCFF Equity Multiplier (#7399)	\$0
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$150,000
After School Education & Safety (ASES #6010)	\$238,440
Community Schools Grant (CCSPP #6332)	\$285,000
Proposition 28 (Arts & Music in Schools #6770)	\$150,670
<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$880,110</b>

## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

### 1A: ABOUT THE SCHOOL

<b>School Name: Lincoln Elementary School</b>		<b>School ID: 133</b>
<b>CDS Code: 1612596002018</b>	<b>SSC Approval Date:</b>	<b>Board Approval Date:</b>
<b>School Mission and Vision</b>		
<p>Lincoln Elementary Vision and Mission</p> <p>A Lincoln Elementary graduate will be a resilient individual, prepared academically, socially, and emotionally to thrive in middle school, high school, college, community and career.</p> <p>Our mission is to inspire and challenge students to excel academically and socially, and emotionally through our guidance and positive modeling. We will continue to provide a rigorous academic program within a nurturing environment, with access to home language and respect for home culture.</p>		
<b>Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)</b>		
<p>A check in/ check out or mentorship model can be implemented with the help of stip subs to support our African American students who report feeling disengaged. Administration, Culture team and ILT can develop capacity for cultural responsiveness among all teachers and staff by explicitly recognizing and celebrating diverse cultures and by formally teaching respect for all cultures. African American parents can be engaged through listening circles to collect feedback on the school's discipline policy and ways to address disproportionality in discipline.</p>		

### School Demographics, 2023-24

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
51.9%	9.4%	4.7%	0.0%	5.7%	11.4%	83.7%	47.1%	1.0%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
48.1%	4.1%	71.2%	1.3%	0.0%	0.1%	77.2%	7.9%	91.1%

### 1B: GOALS & IDENTIFIED NEEDS

#### LCAP Goal 1: All students graduate college, career, and community ready.

<b>School Goal:</b>	<p>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> <li>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY</li> <li>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY</li> <li>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</li> </ul>
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Identified School Need:	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."				
Early Literacy Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	27.4%	51.6%	not available until fall 2025	30.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	68.5%	77.3%	not available until fall 2025	70.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	61.0%	60.9%	not available until fall 2025	65.0%
English Language Arts Measures & Targets					
Measure  *SBAC & CAST exclude 10% penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	18.4	23.0	not available until fall 2025	30.0
SBAC ELA Participation	All Students	99.1%	100.0%	not available until fall 2025	100.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	64.1%	72.0%	not available until fall 2025	68.0%
Mathematics/Science Measures & Targets					
Measure  *SBAC & CAST exclude 10% penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	23.5	28.9	not available until fall 2025	35.0
SBAC Math Participation	All Students	97.6%	97.6%	not available until fall 2025	100.0%
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	45.6%	49.8%	not available until fall 2025	50.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	46.2%	53.8%	not available until fall 2025	50.0%



California Science Test (CAST) Participation	All Students	98.1%	100.0%	not available until fall 2025	100.0%
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**LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.**

<b>School Goal:</b>	By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
<b>Identified School Need:</b>	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly

**Academic Measures & Targets for Focal Student Groups**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-40.7	-55	not available until fall 2025	-35.0
SBAC ELA Distance from Standard Met	English Learners	-48.5	-57.4	not available until fall 2025	-45.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	31.4%	34.8%	not available until fall 2025	38.0%
SBAC Math Distance from Standard Met	Special Education Students	-33.3	-41.3	not available until fall 2025	-30.0
SBAC Math Distance from Standard Met	English Learners	-22.3	-19.9	not available until fall 2025	-18.0

**Reclassification Measures & Targets**

*\*Reference [Stages of ELD Data slides](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	28.0%	29.1%	not available until fall 2025	25.0%
LTEL Reclassification	Long-Term English Learners	57.1%		not available until fall 2025	60.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.					
<b>School Goal:</b>	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%				
<b>Identified School Need:</b>	1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	76.9%	75.8%	not available until fall 2025	80.0%
Out-of-School Suspensions	All Students	0.0%	0.0%	not available until fall 2025	0.0%
Out-of-School Suspensions	African American Students	0.0%	0.0%	not available until fall 2025	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	0.0%	not available until fall 2025	0.0%
Chronic Absenteeism	All Students	20.4%	6.9%	not available until fall 2025	4.9%
Chronic Absenteeism	African American Students	29.4%	11.6%	not available until fall 2025	10.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	
<b>School Goal:</b>	By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.

<b>Identified School Need:</b>	Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	87.3%	86.1%	not available until fall 2025	93.0%

#### 1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp	Lincoln teachers and staff, including our academic intervention providers have historically prioritized literacy, Lincoln demographic being represented by English Language Learners. Having maintained a literacy focus over the years has worked to our school community's benefit. Small group instruction and academic intervention with a literacy focus has ensured that our SBAC ELA scores are close to our pre pandemic SBAC scores and trending up. <b>The percentage of students who have met Distance from Standard has grown from 16.4% in 2018-19 and 18.4% in 22-23 to 23% in 23-24 . Aligned with this SBAC ELA growth, our English Language Learner reclassification rate has trended upward from 19.8% in 2018-19 and 28% in 22-23 to 29.1% in 23-24.</b>

LCAP Goal 2:	<p>By May of 2026</p> <ul style="list-style-type: none"> <li>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> </ul>	<p>A strong literacy focused academic intervention plan supported by Title- I funded stip subs has improved ELL performance and performance of students with disabilities. The percentage of students with disabilities who met ELA distance from standard <b>improved from -40.7% in 22-23 to -55% in 23-24, showing a 15% percent growth. The percentage of English Language Learners who met distance from standard in ELA improved from -48.3% in 22-23 to -57.4% in 23-34, showing a 8% growth.</b> With a view to maintain consistent targeted support for our students, in the 2025-26 school year, Title- I funds will be used to fund dedicated academic and social support- oriented case manager positions.</p>
LCAP Goal 3:	<ol style="list-style-type: none"> <li>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</li> <li>2. An annual suspension rate below 2%</li> </ol>	<p>Through alignment on The Lincoln Way- by explicitly teaching respect for all cultures, through social emotional learning circles and restorative approaches for conflict resolution, student connectedness data as measured by the California Healthy Kids Survey has shown <b>growth from 65.7% in 2018- 19 to 76.9% in 22-23 and is holding steady at 75.8% in 23-24.</b> Owing to the excellent social emotional learning work our teachers and staff undertake consistently, and the strong equity focus held by teachers and administrators, out of school suspensions for all students, students with IEPs and African American students are holding steady at 0% since the 2019- 20 school year.</p>
LCAP Goal 4:	<p>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</p>	<p>The Educator Effectiveness Grant has made it possible for Lincoln leadership to support teacher led professional development. Professional Development and data driven PLC- Professional Learning Community work led by teacher leaders in the 22- 23 and 23- 24 school years has increased teacher satisfaction with teacher professional development and PLC collaboration time. The one year school teacher retention rate has remained steady at 85% or better in 22-23 and 23- 24 school years.</p>

Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<p>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> <li>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY</li> <li>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY</li> <li>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</li> </ul>	<p>Our Instructional Leadership Team has had to balance our school's literacy focus and efforts to support our English Language Learners with time for Math focused professional development for teachers and math related academic intervention for students. While our SBAC Distance from Standard data has trended upward in ELA, our SBAC math data was trending downward. The percentage of students who have met Distance from Standard in the Math SBAC has decreased from 33.6% in 2018- 19 to 23.5% in 2022-23. However, since the adoption of the Eureka Math curriculum, and math- focused professional development and coaching, our math data is showing growth once again from 23.5% in 22-23 to 28.9% in 23-24.</p>
LCAP Goal 2:	<p>By May of 2026</p> <ul style="list-style-type: none"> <li>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> </ul>	<p>The need for literacy focused academic intervention in the lower grades, has taken time and personnel away from Math and ELA focused academic intervention for our students with disabilities, especially in grades 3-5.</p> <p>Students with disabilities who met Distance from Standard in the SBAC Math assessment declined 15% from -33.3% in 22- 23 to -41.3% in 23- 24. Students with disabilities who met Distance From Standard in the SBAC ELA assessment declined 15% from -40.7% in 22-23 to -55% in 23- 24 school years. The percentage of English Language Learners who met Distance From Standard in Math showed 3% growth from -22.3% in 22-23 to -19.9% in 23-24.</p> <p>Intentional goals setting and targeted intervention for students with disabilities and English Language Learners, particularly in grades 3-5 is needed to correct this trajectory.</p>

LCAP Goal 3:	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</p> <p>2. An annual suspension rate below 2%</p>	<p>While out of school suspensions for all students, students with IEPs and African American students have been stable at 0% since the 2019- 20 school year, attendance metrics for African American students and students with IEPs reveal an inequity. The delta and omicron waves drove Lincoln chronic absenteeism up from 2.3% in 2018-19 to 23.6% in 21-22 and 20.4% in 22-23. In comparison, African American students had a chronic absenteeism rate of 7.3% in 2018-19 which was driven up to 26.8% in 21-22 and 29.4% in 22-23, 3% higher than other students in 21-22 and 9% higher than other students in 22-23. Between 21- 22 and 22-23, Chronic absenteeism rates increased 4.7% for African American students, 17.6% for Latinx students, 17.8 % for Caucasian students and 12.9% for multiracial students. While chronic absenteeism went down from 20.4% in 22- 23 to 6.9% in 23- 24 for all students, it has gone from 29.6% to 11.6% for African American students. In spite of the positive changes in chronic absenteeism data, African American students continue to have double the chronic absenteeism rates of their non African American peers.</p>
LCAP Goal 4:	<p>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</p>	<p>Lincoln's one year teacher retention data has steadily declined from 93.9% in 2018-19 to 89% in 20-21, 87.4% in 21-22 and 87.3% in 22-23 and 85.6% in 23-24. More time, resources and personnel dedicated to new teacher growth and development work to grow and maintain new teachers, will stabilize Lincoln's one year teacher retention rate.</p>

<b>2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW</b>		
Lincoln Elementary School	<b>SPSA Year Reviewed:</b>	2024-25
<b>SPSA Link:</b>		<a href="#">2024-25 SPSA</a>
<b>2A: OVERALL IMPLEMENTATION &amp; EFFECTIVENESS OF THE CURRENT SPSA</b>		
Briefly describe the overall implementation so far of the <b>current</b> SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.		
<p>Lincoln SPSA describes how Lincoln vision and mission are fulfilled through strategies, actions, positions and contracts which support small group instruction and small group academic intervention to meet the needs of English Language Learners and Newcomers and multi tiered systems of support to meet the social- emotional needs of tier 1, tier 2 and tier 3 students. Staffing or activities remained unchanged except for the SSC approved decision on 8.27.24 to invest Title IV funds in field trips due to budget to actual differences in the Lincoln Supplemental budget.</p>		
Describe and explain the <b>effectiveness</b> of the strategies and actions to achieve the articulated goals.		
<p>Lincoln’s English Language Learner reclassification rate has improved from 19.8% in 2018-19 to 25.6% in 23-24. The percentage of students who met Distance From Standard in the SBAC ELA assessment improved from 16.4% in 2018-19 to 23% in 23- 24. Through alignment on The Lincoln Way- by explicitly teaching respect for all cultures, through social emotional learning circles and restorative approaches for conflict resolution, student connectedness to school improved from 65.7% in 18-19 to 76.9% in 22-23 and maintained at 75.8% in 23-24. Through parent education about academic standards and ways to support students at home, Lincoln staff were able to ensure steady student growth in I- Ready Reading and Math scores. The percentage of students reading at or above has increased from 45.7% in 22-23 to 53% in 23- 24. The percentage of students mid or above in Math has increased from 45.8% in 22-23 to 49.8% in 23-24. In the 22-23 school year, 28.9% of English Language Learners at Lincoln tested mid or above in i-Ready Reading. In 23-24, 34% of English Language Learners at Lincoln tested mid or above in i-Ready Reading.</p>		
Describe any <b>changes</b> that will be made to achieve annual goals, outcomes, or strategies/actions as a result of this analysis. Identify where those changes can be found in the SPSA.		
<p>Lincoln SSC had voted to invest Title IV funds in EBAYC Recess Coaches in Spring 2024. In Fall 2024, due to budget at actual differences in Supplemental funding, and lack of funds for field trips, EBAYC absorbed the Recess Coach contract, so that Lincoln SSC could vote on Title IV funds being used for Field Trips. Lincoln SSC voted for Title IV funds going to field trips on 8.27.24.</p>		

## 2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

<b>Title I Expenditure</b> <i>(describe expenditure in column a)</i>	<b>Target Addressed by Expenditure</b>	<b>Actions/Activities</b> <i>(e.g., what does this person or program do?)</i>	<b>What is working/not working? Why?</b>  <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i>  <b>INCLUDE qualitative or quantitative data.</b>	<b>Based on this evaluation, what will you change, continue, or discontinue? Why?</b>
Materials and supplies for ELD- specifically subscriptions for RazKids and NewsELA	ELL Reclassification	Lincoln teachers are able to accelerate English Language Learners through additional reading assigned through RazKids and NewsELA . Teachers are able to pull small groups to the intervention table and more effectively implement ALL Block by assigning RazKids and NewsELA reading tasks to the larger group of students who are on or approaching grade level.	29.1% English Language Learners Reclassified in the 2023- 24 school year. Students 1 grade level below decreased from 42.3 to 28.1% between BOY i- Ready and MOY i- Ready in the 2024- 25 school year.	An investment in subscriptions for additional reading materials, which facilitate ALL Block implementation and targeted support for students who are below and far below grade level is essential for Lincoln Elementary.



STIP Sub salary (will be Case Manager salary in 25- 26)	ELL Reclassification	Provide push in and pull out support for students who score below and far below grade level in I- Ready ELA.	29.1% English Language Learners Reclassified in the 2023- 24 school year. Students 1 grade level below decreased from 42.3 to 28.1% between BOY i- Ready and MOY i- Ready in the 2024- 25 school year.	An investment in targeted support for ELL students is essential for Lincoln Elementary. Moving forward, we will no longer have Title I funded stip subs. The Lincoln SSC voted to create two Title I funded case manager positions. Title I funded case managers will provide academic intervention and social support to the Lincoln student body.
STIP Sub salary (will be Case Manager salary in 25- 26)	i-Ready Math at or above Mid-Grade	Provide push in and pull out support for students who score below and far below grade level in I- Ready Math.	Students 1 grade level below decreased from 53 to 38.9%, Students 2 grade levels below decreased from 12.4 to 7.4% and students 3 or more grade levels below decreased from 3.6 to 2.0% between BOY i- Ready and MOY i- Ready in the 24- 25 school year.	An investment in targeted support for students below grade level in Math is essential for Lincoln Elementary. Moving forward, we will no longer have Title I funded stip subs. The Lincoln SSC voted to create two Title I funded case manager positions. Title I funded case managers will provide academic intervention and social support to the Lincoln student body.

Refreshments for parent engagement and parent education events	ELL Reclassification	8 parent engagement events in the 24- 25 school year to create greater parent awareness about the value of parent involvement in student academic success.	An investment in parent education events is essential for English Language Learner success. 29.1% Lincoln ELLs reclassified in the 23-24 school year. When we invite parents to participate in student recognition events with refreshments, our parent and family attendance improves by 25%.	Continue to invest in parent education events with the goal of maintaining and improving ELL Reclassification rates.
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# 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

<b>School:</b>		Lincoln Elementary School	<b>SCHOOL ID:</b>	133
<b>3: SCHOOL STRATEGIES &amp; ACTIVITIES</b>			<a href="#">Click here for guidance on SPSA practices</a>	
<b>LCAP Goal 1: All students graduate college, career, and community ready.</b>				
<b>School Goal:</b>		By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp		
<b>Identified Need:</b>		Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."		
<b>#</b>	<b>STRATEGY/ACTIVITY</b>	<b>STUDENTS SERVED</b>	<b>WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?</b>	<b>WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?</b>
1-1	Teachers will implement the Eureka Squared curriculum and the El Ed curriculum the Lincoln Way- seeking and creating supplementary materials to differentiate instruction. Lincoln teachers will implement complex tasks, claim- evidence-reasoning writing tasks, math talks, number talks, science talks and progress monitor with multiple forms of assessment to determine mastery. Teachers will modify tasks and provide scaffolds to differentiate instruction for English Language Learners, Newcomers, African American students, Latinx students, and students with Individualized Education Plans.	All Students	Academic and SEL	Tier 1 - Universal
1-2	Teachers, PLC leaders and administrators will work together to design three data-driven cycles of inquiry intended to improve literacy and numeracy outcomes for all students with targeted small group support for focal students- African American, Low Income, English Language Learners and Latinx students.	All Students	Academic	Tier 1 - Universal
1-3	Two times a year, teachers and administrators will work together to reflect on focal student progress through data conferences, making modifications to groupings as well as academic and social and emotional interventions and supports.	African American, Low Income, English Language Learners and Latinx students	Academic and SEL	Tier 2 - Supplemental

1-4	A dedicated academic intervention team inclusive of Case Managers for academic and social support, early literacy tutor, social skills case manager and library tech will work with students in small groups to provide literacy intervention, math intervention and social skills support. Academic and social interventions will be discussed in PLC and COST meetings for focal students identified by classroom teachers through academic and social- emotional data analysis.	African American, Low Income, English Language Learners and Latinx students	Academic	Tier 2 - Supplemental
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**LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.**

<b>School Goal:</b>	By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
<b>Identified Need:</b>	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Teachers, Professional Learning Community leaders and administrators will work together to design data trackers for each teacher to monitor and maintain throughout the year with dedicated PD and PLC time provided for this work. PLC discussions, data conferences and parent conferences will provide year- round opportunities for teachers to monitor and reflect on data in partnership with PLC leaders, administrators and parents.	All Students	Academic	Tier 1 - Universal
2-2	Teachers will identify focal students and target areas to Coordination of Services Team members and academic intervention team members. Academic intervention team inclusive of two Title I funded case managers for academic support, will frequently check in with teachers, modifying student groupings, type of support and duration of support with a goal to exit focal students making progress, out of academic intervention so new students can be added to small groups.	All Students	Academic and SEL	Tier 1 - Universal

2-3	Teachers will implement normed Designated- ELD lessons in addition to using GLAD strategies and integrated ELD practices. Professional Learning Community leaders and administrators will utilize PD/ PLC time to collaborate on identifying additional reading and math programs for academic differentiation. They will collaboratively research, create and share academic differentiation strategies and materials to support English Language Learners- supplementary materials, translated materials, color coded materials, anchor charts, sentence stems, visuals and graphics, learning tools and self- assessment and peer assessment trackers.	English Learner Students	Academic and SEL	Tier 2 - Supplemental
2-4	Administrators will collaborate with Special Education teachers to identify students needing additional support. The academic intervention team will increase support for identified Special Education students who will receive additional push in or pull out support, in addition to the minutes provided by Special Education teachers and Instructional Support Specialists.	Special Education Students	Academic and SEL	Tier 3 - Intensified

**LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.**

<b>School Goal:</b>		1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%		
<b>Identified Need:</b>		1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Teachers and staff will engage families through back to school night, parent conferences, open house, newsletters, mailers, phone calls, messages and meetings around student achievement, grade level standards, attendance issues, and specific strategies to support academic and social emotional learning. Teachers will develop positive and affirming relationships with students by engaging their voices and integrating their linguistic and cultural assets.	All Students	Academic and SEL	Tier 1 - Universal

3-2	Lincoln administrators, office team, COST and community relations team will work collaboratively to identify chronically absent students for frequent check-ins, and additionally increase frequency of attendance- related outreach to their parents, with a view to reduce chronic absenteeism among African American, Latinx, White and Multiracial subgroups 5- 10 percentage points.	African American, Latinx, White and Multiracial Students	Academic and SEL	Tier 2 - Supplemental
3-3	Teachers, staff and administrators will guide students in the daily practice of the four C.A.R.E. values- collaboration, acceptance, respect, and empathy. C.A.R.E. values will guide all academic and enrichment activities including the music program offered by Cantare Con Vivo and unstructured recess activities supported by noon supervisors and recess coaches hired from the EBAYC afterschool program. Teachers, staff and administrators will create opportunities for students to practice C.A.R.E. values. They recognize students who demonstrate exemplary C.A.R.E. values.	All Students	Academic and SEL	Tier 1 - Universal
3-4	Teachers on the culture committee and parent leaders will work with administrators and the community relations team, to create an inclusive, anti-racist school community. Respect for all cultures, identities and preferences will be taught through lessons in classrooms, and a year- long calendar of parent and community engagement events.	African American, Low Income, English Language Learners and Latinx students	SEL / Mental Health	Tier 2 - Supplemental
3-5	Teachers will work with administrators, community school manager and community relations assistant to connect historically underserved immigrant and low- income students and families with community resources including food banks, healthcare, social services, immigration and naturalization services, English as a Second Language and citizenship classes. The community relations team will expand partnerships with community organizations to provide wrap around services which deepen a sense of belonging, including mental health support and services to stabilize students experiencing trauma and disrupted home lives.	African American, Low Income, English Language Learners and Latinx students	SEL / Mental Health	Tier 3 - Intensified

**LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.**

<b>School Goal:</b>	By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.
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<b>Identified Need:</b>	Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.
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#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Teacher- led Professional Development and coaching from veteran teachers for novice and new to Lincoln teachers will be aligned on implementing the Caring School Communities curriculum, The Lincoln Way- normed learning routines and procedures and Culturally Responsive practices with the goal to develop, train and retain skilled educators who represent the diversity of Oakland and match the diversity of Lincoln's student body.	All Students	Academic and SEL	Tier 1 - Universal
4-2	Teachers will explicitly teach Caring School Communities content related to building effective relationships with others different than themselves. Teachers will implement SEL strategies and infuse Culturally Responsive Teaching practices in their lesson. Teachers will continue to collaborate with artists from Cantare Con Vivo to develop student capacity for cultural responsiveness, respect for all cultures and traditions and social emotional learning.	All Students	Academic and SEL	Tier 1 - Universal
4-3	Teacher coaches, administrators and PLC leaders will frequently observe classroom teachers and collaborate with each other with a goal to develop culturally responsive, fair and nurturing classroom teachers who are aligned on creating a sense of belonging for historically underserved students- ELLs, African American students and students with disabilities to succeed.	African American, Low Income, English Language Learners and Latinx students	Academic and SEL	Tier 2 - Supplemental

4-4	Teachers will participate in Professional Development to deepen their understanding of the role of culture and language in child development and the importance of culturally responsive practices and restorative approaches to conflict resolution for supporting diverse learners in their classrooms effectively- ELLs, Newcomers, African American students, Latinx students, low income students and students with IEPs.	African American, Low Income, English Language Learners and Latinx students	Academic and SEL	Tier 2 - Supplemental
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CONDITIONS FOR BLACK STUDENTS		Instructions & resources		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Continue targeted academic intervention for African American students in areas of literacy and math, inclusive of African American students with disabilities.	African American	Academic	Tier 2 - Supplemental
5-2	Targeted mental health support for focal African and African American students, who have experienced trauma, implemented by OUSD behaviorist, mental health team and social skills case manager.	African American	SEL / Mental Health	Tier 3 - Intensified

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<a href="#">Stages and Actions for ELD Implementation</a>		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Designated ELD lessons implemented across the school in addition to GLAD strategies and integrated ELD, which has been more prevalent at Lincoln Elementary in the past.	English Learner Students	Academic	Tier 2 - Supplemental
6-2	Intensive, data informed 1 on 1 and small group intervention by teachers, Early Newcomer Teacher Leader and Lincoln's academic intervention team.	English Learner Students	Academic	Tier 3 - Intensified



**PROPOSED 2025-26 SCHOOL SITE BUDGET**
**Site Number: 133**
**School: Lincoln Elementary School**

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSSA ACTIVITY	BUDGET ACTION NUMBER
On campus After School Program to provide Academic Intervention, homework help, safe play opportunities and access to music, art, culture and enrichment opportunities for up to 200 Lincoln students who meet ASES grant criteria (low income, immigrant, foster, homeless, newcomers, English Language Learners, historically underserved).	\$213,440	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a	Identified Student Need - LCAP Goal 1	College/Career Readiness	Teachers will work with administrators, community school manager and community relations assistant to connect historically underserved immigrant and low- income students and families with community resources including food banks, healthcare, social services, immigration and naturalization services, English as a Second Language and citizenship classes. The community relations team will expand partnerships with community organizations to provide wrap around services which deepen a sense of belonging, including mental health support and services to stabilize students experiencing trauma and disrupted home lives.	133-1
On campus After School Program to provide Academic Intervention, homework help, safe play opportunities and access to music, art, culture and enrichment opportunities for up to 200 Lincoln students who meet ASES grant criteria (low income, immigrant, foster, homeless, newcomers, English Language Learners, historically underserved).	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a			Teachers will work with administrators, community school manager and community relations assistant to connect historically underserved immigrant and low- income students and families with community resources including food banks, healthcare, social services, immigration and naturalization services, English as a Second Language and citizenship classes. The community relations team will expand partnerships with community organizations to provide wrap around services which deepen a sense of belonging, including mental health support and services to stabilize students experiencing trauma and disrupted home lives.	133-2
Proposition 28 funded art teacher position to provide art education to all Lincoln students in grades TK- 5 and all Lincoln teachers their preparation time provide instruction and academic intervention to Lincoln's diverse student body.	\$74,712	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10058	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.6	LCAP Goal 4- High Quality and Stable staff	Staff Satisfaction with Professional Development	Teachers will implement the Eureka Squared curriculum and the El Ed curriculum the Lincoln Way- seeking and creating supplementary materials to differentiate instruction. Lincoln teachers will implement complex tasks, claim- evidence- reasoning writing tasks, math talks, number talks, science talks and progress monitor with multiple forms of assessment to determine mastery. Teachers will modify tasks and provide scaffolds to differentiate instruction for English Language Learners, Newcomers, African American students, Latinx students, and students with Individualized Education Plans.	133-3

**PROPOSED 2025-26 SCHOOL SITE BUDGET**
**Site Number: 133**
**School: Lincoln Elementary School**

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
0.3 art or music prep teacher (a total of 0.3 additional FTE between Prop 28 and Prom 28 rollover)  Teachers will implement the Eureka Squared curriculum and the El Ed curriculum the Lincoln Way- seeking and creating supplementary materials to differentiate instruction. Lincoln teachers will implement complex tasks, claim-evidence- reasoning writing tasks, math talks, number talks, science talks and progress monitor with multiple forms of assessment to determine mastery. Teachers will modify tasks and provide scaffolds to differentiate instruction for English Language Learners, Newcomers, African American students, Latinx students, and students with Individualized Education Plans.	\$12,234	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10059	Teacher, Elementary Educational Enhancement/Int ervention Program (EELIP)	0.1	LCAP Goal 4- High Quality and Stable staff	Staff Satisfaction with Professional Development	Teachers will implement the Eureka Squared curriculum and the El Ed curriculum the Lincoln Way- seeking and creating supplementary materials to differentiate instruction. Lincoln teachers will implement complex tasks, claim- evidence-reasoning writing tasks, math talks, number talks, science talks and progress monitor with multiple forms of assessment to determine mastery. Teachers will modify tasks and provide scaffolds to differentiate instruction for English Language Learners, Newcomers, African American students, Latinx students, and students with Individualized Education Plans.	133-4
Extended contract funds for art or digital art teacher to provide make up preps.  Teachers will implement the Eureka Squared curriculum and the El Ed curriculum the Lincoln Way- seeking and creating supplementary materials to differentiate instruction. Lincoln teachers will implement complex tasks, claim-evidence- reasoning writing tasks, math talks, number talks, science talks and progress monitor with multiple forms of assessment to determine mastery. Teachers will modify tasks and provide scaffolds to differentiate instruction for English Language Learners, Newcomers, African American students, Latinx students, and students with Individualized Education Plans.	\$3,190	Arts & Music in Schools (Proposition 28)	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	LCAP Goal 4- High Quality and Stable staff	Staff Satisfaction with Professional Development	Teachers will implement the Eureka Squared curriculum and the El Ed curriculum the Lincoln Way- seeking and creating supplementary materials to differentiate instruction. Lincoln teachers will implement complex tasks, claim- evidence-reasoning writing tasks, math talks, number talks, science talks and progress monitor with multiple forms of assessment to determine mastery. Teachers will modify tasks and provide scaffolds to differentiate instruction for English Language Learners, Newcomers, African American students, Latinx students, and students with Individualized Education Plans.	133-5
Materials and supplies for the art class taught by Lincoln's Prop 28 funded art teacher such as paper, canvas, fabric, buttons, paint and paint brushes, clay and glue.	\$5,134	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies	n/a	n/a	n/a	LCAP Goal 4- High Quality and Stable staff	Staff Satisfaction with Professional Development	Teachers will participate in Professional Development to deepen their understanding of the role of culture and language in child development and the importance of culturally responsive practices and restorative approaches to conflict resolution for supporting diverse learners in their classrooms effectively- ELLs, Newcomers, African American students, Latinx students, low income students and students with IEPs.	133-6
Music education contract with Cantare Con Vivo to train students to perform songs from around the world at school-wide celebrations, cultural events and assemblies.	\$17,400	Arts & Music in Schools (Proposition 28)	5825	Consultants	n/a	n/a	n/a	LCAP Goal 2- Af Am, ELL and Sp Ed students	Student Connectedness to School	Teachers on the culture committee and parent leaders on the diversity, equity and inclusion committee will work with administrators and the community relations team to create an inclusive, anti- racist school community. Respect for all cultures, identities and preferences will be taught through lessons in classrooms, and a year-long calendar of parent and community engagement events.	133-7

**PROPOSED 2025-26 SCHOOL SITE BUDGET**
**Site Number: 133**
**School: Lincoln Elementary School**

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPISA ACTIVITY	BUDGET ACTION NUMBER
<p>0.3 art or music prep teacher (a total of 0.3 additional FTE between Prop 28 and Prom 28 rollover)</p> <p>Teachers will implement the Eureka Squared curriculum and the El Ed curriculum the Lincoln Way- seeking and creating supplementary materials to differentiate instruction. Lincoln teachers will implement complex tasks, claim-evidence- reasoning writing tasks, math talks, number talks, science talks and progress monitor with multiple forms of assessment to determine mastery. Teachers will modify tasks and provide scaffolds to differentiate instruction for English Language Learners, Newcomers, African American students, Latinx students, and students with Individualized Education Plans.</p>	\$24,469	Arts & Music in Schools (Proposition 28) Carryover	1105	Certificated Teachers' Salaries	10059	Teacher, Elementary Educational Enhancement/Intervention Program (EELIP)	0.2	LCAP Goal 4- High Quality and Stable staff	Staff Satisfaction with Professional Development	Teachers will implement the Eureka Squared curriculum and the El Ed curriculum the Lincoln Way- seeking and creating supplementary materials to differentiate instruction. Lincoln teachers will implement complex tasks, claim- evidence-reasoning writing tasks, math talks, number talks, science talks and progress monitor with multiple forms of assessment to determine mastery. Teachers will modify tasks and provide scaffolds to differentiate instruction for English Language Learners, Newcomers, African American students, Latinx students, and students with Individualized Education Plans.	133-8
<p>Extended contract funds for art or digital art teacher to provide make up preps.</p> <p>Two times a year, teachers and administrators will work together to reflect on focal student progress through data conferences, making modifications to groupings as well as academic and social and emotional interventions and supports.</p>	\$5,931	Arts & Music in Schools (Proposition 28) Carryover	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	LCAP Goal 4- High Quality and Stable staff	Staff Satisfaction with Professional Development	Two times a year, teachers and administrators will work together to reflect on focal student progress through data conferences, making modifications to groupings as well as academic and social and emotional interventions and supports.	133-9
<p>Music education contract with Cantare Con Vivo to train students to perform songs from around the world at school-wide celebrations, cultural events and assemblies.</p>	\$7,600	Arts & Music in Schools (Proposition 28) Carryover	5825	Consultants	n/a	n/a	n/a	LCAP Goal 2- Af Am, ELL and Sp Ed students	Student Connectedness to School	Teachers on the culture committee and parent leaders on the diversity, equity and inclusion committee will work with administrators and the community relations team to create an inclusive, anti- racist school community. Respect for all cultures, identities and preferences will be taught through lessons in classrooms, and a year-long calendar of parent and community engagement events.	133-10
<p>SEL games and safe play opportunities facilitated by a 0.6 FTE noon supervisor hired from within the Lincoln parent community.</p> <p>Teachers, staff and administrators will guide students in the daily practice of the four C.A.R.E. values- collaboration, acceptance, respect, and empathy. C.A.R.E. values will guide all academic and enrichment activities including the music program offered by Cantare Con Vivo and unstructured recess activities supported by noon supervisors and recess coaches hired from the EBAYC afterschool program. Teachers, staff and administrators will create opportunities for students to practice C.A.R.E. values. They recognize students who demonstrate exemplary C.A.R.E. values.</p>	\$26,891	California Community Schools Partnership Program	2905	Other classified salaries	9004	Noon Supervisor	0.6	LCAP Goal 2- Af Am, ELL and Sp Ed students	Out-of-School Suspensions	Teachers, staff and administrators will guide students in the daily practice of the four C.A.R.E. values- collaboration, acceptance, respect, and empathy. C.A.R.E. values will guide all academic and enrichment activities including the music program offered by Cantare Con Vivo and unstructured recess activities supported by noon supervisors and recess coaches hired from the EBAYC afterschool program. Teachers, staff and administrators will create opportunities for students to practice C.A.R.E. values. They recognize students who demonstrate exemplary C.A.R.E. values.	133-11

**PROPOSED 2025-26 SCHOOL SITE BUDGET**
**Site Number: 133**
**School: Lincoln Elementary School**

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
SEL games and safe play opportunities facilitated by a 0.6 FTE noon supervisor hired from within the Lincoln parent community	\$26,891	California Community Schools Partnership Program	2905	Other classified salaries	9005	Noon Supervisor	0.6	LCAP Goal 2- Af Am, ELL and Sp Ed students	Student Connectedness to School	Teachers, staff and administrators will guide students in the daily practice of the four C.A.R.E. values- collaboration, acceptance, respect, and empathy. C.A.R.E. values will guide all academic and enrichment activities including the music program offered by Cantare Con Vivo and unstructured recess activities supported by noon supervisors and recess coaches hired from the EBAYC afterschool program. Teachers, staff and administrators will create opportunities for students to practice C.A.R.E. values. They recognize students who demonstrate exemplary C.A.R.E. values.	133-12
Case Manager/ Community Relations Assistant to support family engagement, student and community safety and offer students Tier 1 social support and conflict resolution. This position supports the CSM and Principal maintain positive community relations.	\$107,054	California Community Schools Partnership Program	2000	Classified Support Salaries	3323	Community Relations Assistant I, Bilingual	1.0	LCAP Goal 3- Positive attendance	Chronic Absenteeism	Teachers and staff will engage families through back to school night, parent conferences, open house, newsletters, mailers, phone calls, messages and meetings around student achievement, grade level standards, attendance issues, and specific strategies to support academic and social emotional learning. Teachers will develop positive and affirming relationships with students by engaging their voices and integrating their linguistic and cultural assets.	133-13
25% of Lincoln Community School Manager's salary. Teachers will work with administrators, community school manager and community relations assistant to connect historically underserved immigrant and low- income students and families with community resources including food banks, healthcare, social services, immigration and naturalization services, English as a Second Language and citizenship classes. The community relations team will expand partnerships with community organizations to provide wrap around services which deepen a sense of belonging, including mental health support and services to stabilize students experiencing trauma and disrupted home lives.	\$43,494	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	9325	11-Month Community School Manager	0.25	LCAP Goal 2- Af Am, ELL and Sp Ed students	ELL Reclassification	Teachers will work with administrators, community school manager and community relations assistant to connect historically underserved immigrant and low- income students and families with community resources including food banks, healthcare, social services, immigration and naturalization services, English as a Second Language and citizenship classes. The community relations team will expand partnerships with community organizations to provide wrap around services which deepen a sense of belonging, including mental health support and services to stabilize students experiencing trauma and disrupted home lives.	133-14
0.6 Case Manager to support social skills development for students with social-emotional challenges.	\$64,600	California Community Schools Partnership Program	2405	Clerical Salaries	9453	Case Manager	0.6	LCAP Goal 1- All students college, career and community ready	College/Career Readiness	Lincoln administrators, office team, COST and community relations team will work collaboratively to identify chronically absent students for frequent check- ins, and additionally increase frequency of attendance- related outreach to their parents, with a view to reduce chronic absenteeism among African American, Latinx, White and Multiracial subgroups 5-10 percentage points.	133-15

**PROPOSED 2025-26 SCHOOL SITE BUDGET**
**Site Number: 133**
**School: Lincoln Elementary School**

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Student awards and incentives: Medals, books, award pencils, pens and erasers for daily CARE awards. Students are acknowledged every day in the morning announcements for their Collaboration, Acceptance, Respect and Empathy.	<a href="#">\$1,071</a>	California Community Schools Partnership Program	4310	School Office Supplies	n/a	n/a	n/a	LCAP Goal 2- Af Am, ELL and Sp Ed students	Student Connectedness to School	Teachers, staff and administrators will guide students in the daily practice of the four C.A.R.E. values- collaboration, acceptance, respect, and empathy. C.A.R.E. values will guide all academic and enrichment activities including the music program offered by Cantare Con Vivo and unstructured recess activities supported by noon supervisors and recess coaches hired from the EBAYC afterschool program. Teachers, staff and administrators will create opportunities for students to practice C.A.R.E. values. They recognize students who demonstrate exemplary C.A.R.E. values.	133-16
Additional 0.5 FTE toward the Title I funded case manager position to increase the position FTE from 0.75 to 0.80.	\$2,508	California Community Schools Partnership Program Carryover	1120	Clerical Salaries	New Position 02	Case Manager	0.05	LCAP Goal 2- Af Am, ELL and Sp Ed students	i-Ready Reading at or above Mid-Grade	Lincoln administrators, office team, COST and community relations team will work collaboratively to identify chronically absent students for frequent check- ins, and additionally increase frequency of attendance- related outreach to their parents, with a view to reduce chronic absenteeism among African American, Latinx, White and Multiracial subgroups 5-10 percentage points.	133-17
Additional 0.5 FTE toward the Title I funded case manager position to increase the position FTE from 0.75 to 0.80.	\$6,246	California Community Schools Partnership Program Carryover	2405	Clerical Salaries	New Position 02	Case Manager	0.05	LCAP Goal 1- All students college, career and community ready	i-Ready Math at or above Mid-Grade	Lincoln administrators, office team, COST and community relations team will work collaboratively to identify chronically absent students for frequent check- ins, and additionally increase frequency of attendance- related outreach to their parents, with a view to reduce chronic absenteeism among African American, Latinx, White and Multiracial subgroups 5-10 percentage points.	133-18
Additional 0.5 FTE toward the Title I funded case manager position to increase the position FTE from 0.75 to 0.80.	\$6,246	California Community Schools Partnership Program Carryover	2405	Clerical Salaries	New Position 03	Case Manager	0.05	LCAP Goal 1- All students college, career and community ready	i-Ready Math at or above Mid-Grade	A dedicated academic intervention team inclusive of Case Managers for academic and social support, early literacy tutor, social skills case manager and library tech will work with students in small groups to provide literacy intervention, math intervention and social skills support. Academic and social interventions will be discussed in PLC and COST meetings for focal students identified by classroom teachers through academic and social-emotional data analysis.	133-19
EBAYC - The Afterschool Program is a viable and vibrant resource for parents that support extended learning for students. All students benefit from attending the Afterschool program. This funding pays for the salaries of the instructors, coordinators, and extracurricular activities.	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services	n/a	n/a	n/a			Teachers will explicitly teach Caring School Communities content related to building effective relationships with others different than themselves. Teachers will implement SEL strategies and infuse Culturally Responsive Teaching practices in their lesson. Teachers will continue to collaborate with artists from Cantare Con Vivo to develop student capacity for cultural responsiveness, respect for all cultures and traditions and social emotional learning.	133-20

**PROPOSED 2025-26 SCHOOL SITE BUDGET**
**Site Number: 133**
**School: Lincoln Elementary School**

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
EBAYC - The Afterschool Program is a viable and vibrant resource for parents that support extended learning for students. All students benefit from attending the Afterschool program. This funding pays for the salaries of the instructors, coordinators, and extracurricular activities.	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a			Teachers will explicitly teach Caring School Communities content related to building effective relationships with others different than themselves. Teachers will implement SEL strategies and infuse Culturally Responsive Teaching practices in their lesson. Teachers will continue to collaborate with artists from Cantare Con Vivo to develop student capacity for cultural responsiveness, respect for all cultures and traditions and social emotional learning.	133-21
Substitutes for academic release, planning, data analysis and conferences	\$21,000	LCFF Supplemental	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a	LCAP Goal 4- High Quality and Stable staff	Staff Satisfaction with Professional Development	Teachers, PLC leaders and administrators will work together to design three data-driven cycles of inquiry intended to improve literacy and numeracy outcomes for all students with targeted small group support for focal students- African American, Low Income, English Language Learners and Latinx students.	133-22
Field trip funds to support real- life and hands on learning experiences to complement standards- based learning in the classroom.	\$15,000	LCFF Supplemental	5829	Admission Fees	n/a	n/a	n/a	LCAP Goal 1- All students college, career and community ready	LCAP Goal 1- All students college, career and community ready	Teachers will implement the Eureka Squared curriculum and the El Ed curriculum the Lincoln Way- seeking and creating supplementary materials to differentiate instruction. Lincoln teachers will implement complex tasks, claim- evidence-reasoning writing tasks, math talks, number talks, science talks and progress monitor with multiple forms of assessment to determine mastery. Teachers will modify tasks and provide scaffolds to differentiate instruction for English Language Learners, Newcomers, African American students, Latinx students, and students with Individualized Education Plans.	133-23
Subscription and Licenses- Scholastic, Raz Kids and NewsELA Licenses to supplement ELD instruction- support small group learning for English Language Learners.	\$20,000	LCFF Supplemental	5846	Licensing Agreements	n/a	n/a	n/a	LCAP Goal 2- Af Am, ELL and Sp Ed students	ELL Reclassification	Teachers will identify focal students and target areas to Coordination of Services Team members and academic intervention team members. Academic intervention team inclusive of two Title I funded case managers for academic support, will frequently check in with teachers, modifying student groupings, type of support and duration of support with a goal to exit focal students making progress, out of academic intervention so new students can be added to small groups.	133-24

**PROPOSED 2025-26 SCHOOL SITE BUDGET**
**Site Number:** 133

**School:** Lincoln Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Refreshments for year- long calendar of parent engagement events. Lincoln staff work with Big Apple to provide refreshments such as chips, dip, muffins and water at parent engagement events held each year including Lincoln's Student Reclassification Celebrations 3 times a year, heritage month events, art night, math festival and our 5th grade promotion ceremony. Our goal is to engage all parents and celebrate all our students through academic and heritage month celebrations. Our heritage month celebrations are funded by our PTO. Our academic celebrations are funded through Title I Parent Engagement funds in keeping with the federal guidelines. A complete calendar of events is linked to the next column.	<a href="#">\$5,260</a>	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments	n/a	n/a	n/a	LCAP Goal 3- Positive attendance	Chronic Absenteeism	Teachers on the culture committee and parent leaders on the diversity, equity and inclusion committee will work with administrators and the community relations team to create an inclusive, anti-racist school community. Respect for all cultures, identities and preferences will be taught through lessons in classrooms, and a year-long calendar of parent and community engagement events.	133-25
Title I funded Case Manager to support student academic and social development	\$93,688	Title I, Part A Schoolwide Program	1120	Clerical Salaries	New Position 02	Case Manager	0.75	LCAP Goal 2- Af Am, ELL and Sp Ed students	i-Ready Reading at or above Mid-Grade	A dedicated academic intervention team inclusive of Case Managers for academic and social support, early literacy tutor, social skills case manager and library tech will work with students in small groups to provide literacy intervention, math intervention and social skills support. Academic and social interventions will be discussed in PLC and COST meetings for focal students identified by classroom teachers through academic and social-emotional data analysis.	133-26
Title I funded Case Manager to support student academic and social development	\$93,688	Title I, Part A Schoolwide Program	1120	Clerical Salaries	New Position 03	Case Manager	0.75	LCAP Goal 1- All students college, career and community ready	i-Ready Math at or above Mid-Grade	A dedicated academic intervention team inclusive of Case Managers for academic and social support, early literacy tutor, social skills case manager and library tech will work with students in small groups to provide literacy intervention, math intervention and social skills support. Academic and social interventions will be discussed in PLC and COST meetings for focal students identified by classroom teachers through academic and social-emotional data analysis.	133-27
Materials and supplies such as multi-colored pens for sentence mapping, reading tracker strips for reading support, flashcards for vocabulary study, sentence strips for sentence stems and visual dictionaries for English Language Development	\$789	Title I, Part A Schoolwide Program	4310	School Office Supplies	n/a	n/a	n/a	LCAP Goal 2- Af Am, ELL and Sp Ed students	ELL Reclassification	Teachers will identify focal students and target areas to Coordination of Services Team members and academic intervention team members. Academic intervention team inclusive of two Title I funded case managers for academic support, will frequently check in with teachers, modifying student groupings, type of support and duration of support with a goal to exit focal students making progress, out of academic intervention so new students can be added to small groups.	133-28

**School:** Lincoln Elementary School

[illegible]



## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

**School Site:** Lincoln Elementary School

**Site Number:** 133

The School Site Council intends for this school to participate in the following programs:

- ☒ Title I Schoolwide Program ☐ Comprehensive Support & Improvement (CSI) Grant ☐ Additional Targeted Support & Improvement
- ☐ Title I Targeted Assistance Program ☐ Local Control Funding Formula Equity Multiplier ☐ Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

**Date(s) plan was approved:** 4.8.25

The public was alerted about the meeting(s) through one of the following:

- ☒ Flyers in students' home languages ☐ Announcement at a public meeting ☒ Other (notices, ParentSquare blasts, etc.)

### Signatures:

Mukta Sambrani

*Principal*

*MV. Sambrani*

Signature

4.10.25

Date

Katherine Thomas

*SSC Chairperson*

*Katherine Maria Langer Thomas*

Signature

4/11/25

Date

SELLS Representative (optional)

Signature

Date

Leroy Gaines

*Network Superintendent*

*Leroy Gaines*

Signature

4/14/25

Date

Lisa Spielman

*Director, Strategic Resource Planning*

*Lisa Spielman*

Signature

4/14/25

Date



## **Title I, Part A School Parent and Family Engagement Policy**

***All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.***

### **Lincoln Elementary School**

**agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:**

#### **OUSD Family Engagement Standard 1: Parent/Caregiver Education Program**

*Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.*

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Providing materials and training to help Title I Program parents work with their children to improve their children's academic achievement.
- Offering parent workshops on literacy and numeracy to help parents support students.
- Working with an active parent center which plans parent engagement events, back to school night, open house and learning fairs.
- Sending home report cards in all languages 3 times a year, hold parent teacher conferences and student success team meetings.

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- Working with an active parent center which plans parent engagement events, back to school night, open house and learning fairs.
- Sending home report cards in all languages 3 times a year.
- Holding parent teacher conferences.
- Holding student success team meetings.
- Communicating with families through weekly updates on the school website and facebook page, through a monthly community newsletter and through frequent emails and texts through parent square.

## **OUSD Family Engagement Standard 2: Communication with Parents and Caregivers**

*Families and school staff engage in regular, two-way, meaningful communication about student learning.*

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- Discussing of Title I data and funding in SSC meetings.

The school communicates to families about the school's Title I, Part A programs by:

- Providing information to parents through school bulletin board and through meeting information flyers sent home. We will make announcements at Parent/Community Engagement meetings. Parents will be encouraged to participate in school activities. The Community Relations Team- Community School Manager and Community Relations Assistant makes great efforts to encourage parent participation. The school will translate all materials in appropriate languages for statistically large populations.

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- Informing parents about curriculum, assessments, proficiency levels and expectations during Back to School Night and through parent-teacher conferences. Further explanation of proficiency levels is offered through English Learner Parent Engagement Meetings, SSC meetings, and parent education workshops coordinated by the Community Relations Assistant.

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- Providing translation at meetings and in correspondence.

## **OUSD Family Engagement Standard 3: Parent Volunteering Program**

*Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.*

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- Inviting parents to serve as classroom volunteers to assist in the coordination of classroom activities. In addition, the school will hold many school wide activities such as book and art fairs and other celebrations to which parents will be invited to participate.

#### **OUSD Family Engagement Standard 4: Learning at Home**

*Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.*

The school provides parents with materials, technology, community resources, and training to help them work with their children to improve their children's achievement by:

- Organizing workshops through the Parent Center led by the Community Relations Team-Community School Manager and Community Relations Assistant on methods of assisting their children to succeed academically.

#### **OUSD Family Engagement Standard 5: Shared Power and Decision Making**

*Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.*

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- Offering professional development training sessions that will highlight the value and importance of parent involvement and contributions Professional development will cater to better engaging out Title I students.

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- Recording activities requested by Title I Program parents and integrating those into regular Parent/ Community Engagement Meeting.

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- Ensuring that Lincoln Elementary School maintains a school-wide Title I program. All parents are invited to participate in Title I conversations. The forum for this is through SSC meetings and other parent engagement events like student award nights and parent workshops. Throughout the year we will review student data at SSC meetings, reflect on the impact of the Title I funded programs on our school data, monitor progress, and reflect on outcomes when planning the use of Title I funds to 2024-2025.

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- Ensuring that the school site meets ADA requirements. The school is fully accessible to persons with disabilities. Meetings are scheduled at times when the community will be able to attend.

The school provides support for parent and family engagement activities requested by parents by:

- Maintaining records of activities requested by Title I Program parents and integrating those requests into regular Parent/ Community Engagement Meeting.

#### **OUSD Family Engagement Standard 6: Community Collaboration and Resources**

*Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.*

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- Organizing parent involvement activities that support the goals of the Title I Program including literacy and numeracy workshops for parents. The Principal and Community Relations Team- Community School Manager and Community Relations Assistant will work closely to plan these workshops and other community engagement events based on needs and data trends as they emerge throughout the year.

#### **Adoption**

This policy was adopted by the Lincoln Elementary School on August 30, 2024 and will be in effect for the period of August 12, 2024 through May 29, 2025.

**The school will distribute this policy to all parents on or before September 30, 2024.**

Mukta Sambrani

**Name of Principal**

*MV Sambrani*

**Signature of Principal**

**Date** *August 23, 2024*

*Please attach the School-Parent Compact to this document.*



## **School-Parent Compact**

### **Lincoln Elementary School**

### **2024-25**

*This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.*

*This School-Parent Compact is in effect for the 2024-25 school year.*

#### **School Responsibilities**

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**

We will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet academic achievement standards. We are a caring schools community focused on social emotional learning competencies that nurture resilient learners who are ready for middle school, high school, college and career.

- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

Parent teacher conferences are scheduled for the month of October 2024 & March 2025.

- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**

We will provide parents with frequent reports of their child's progress, three times annually through report cards. We will also inform parents about student benchmark assessment results each trimester.

- 4) Provide parents reasonable access to staff.**

We will communicate with parents on a consistent basis in person, by phone by email and via parent square. Administrators and staff will be available before and after school to meet parents and answer their questions.

- 5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**

Parents will be invited to serve as classroom volunteers to assist in the coordination of classroom activities. In addition, the school will hold many school wide activities such as book, art and science fairs and other celebrations to which parents will be invited to participate. All events will involve translation to provide access to parents with limited English.

- 6) Provide parents with materials, technology, community resources, and training to help them improve the academic achievement of their children.**

The Community Relations Team- Community School Manager and Community Relations Assistant will organize workshops to help parents learn ways to assist their children to succeed academically.

- 7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**

Professional development training sessions will highlight the value and importance of parent involvement and contribution.

- 8) Ensure regular two-way, meaningful communication between family members and school staff and in a language that family members can understand.**

Parents will be informed of all school events and activities through school bulletin board and meeting information will be sent home with students. There will be announcements about Parent/Community Engagement meetings. Parents will be encouraged to participate in school activities. The Community Relations Team- Community School Manager and Community Relations Assistant makes great efforts to encourage parent participation. The School will translate all materials in appropriate languages to meet the needs of our diverse population.

### **Teacher Responsibilities**

As a teacher, I will support my students academically and socially and emotionally to be their best selves. I will maintain frequent communication with families through parent square, parent teacher conferences, back to school night and open house. I will ensure high quality student learning through rigorous classroom practice, learning fairs and field trips. I will collaborate with school psychologist on student success team meetings where needed, and take on training and professional development to support English Language Learners.

### *Examples:*

I agree to support my students' learning in the following ways:

- Communicate clear expectations for performance to both students and parents.
- Strive to address the individual needs of the student
- Provide a safe, positive and healthy learning environment

### **Parent Responsibilities**

As a parent, I will support my child's learning in the following ways:

- Volunteer in my child's school.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time by limiting screen-time.
- Monitor attendance and make sure homework is completed.

### **Student Responsibilities**

As a student, I will work hard everyday and take on our school's CARE values- Collaboration, Acceptance, Respect and Empathy to engage the common core aligned academically rigorous lessons my teachers prepare for me. I will share my learning and growth with my peers in the safe learning environment my teachers create. I will respect all school rules.

*Examples:*

I agree to carry out the following responsibilities to the best of my ability:

- Get to school on time every day.
- Do my homework every day.
- Ask for help when I need it.
- Respect school rules including wearing the red school shirt everyday
- Respect my school, classmates, staff, community members, and family at all times.

This Compact was adopted by the Lincoln Elementary School on August 30, 2024, and will be in effect for the period of one year- Until August 30, 2025.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 30, 2024.

**Signature of Principal** *M.V. Sambrani*

**Date** *August 23, 2024*



## Strategic Resource Planning (SRP)



**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
Community Schools, Thriving Students

# LINCOLN ELEMENTARY SCHOOL

## School Site Council Membership Roster

**2024-2025**

### SSC - Officers

Chairperson:	Katherine Kasia Thomas
Vice Chairperson:	Kathrin McDaniel
Secretary:	David Yuan

### SSC - Members (Mark with a check the peer group that each member represents. Mark only one for each member.)

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Mukta Sambrani	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	n/a
Tiffany Co	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Julie Saechin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Stephanie Trapps	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Michelle Leonce Coker	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Kathrin McDaniel [1]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Katherine (Kasia) Thomas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Cynthia Tyler	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Dave Yuan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Rekia Jibrin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**SSC Meeting Schedule:**  
(Day/Month/Time)

2nd Tuesday of the month

### SSC Legal Requirements (EC Sections 65000-65001):

- Members MUST be selected/elected by peer groups
- There MUST be an equal number of school staff and parent/community/student members.
- Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC; and
- Parents/community members cannot be OUSD employees at the site.

